

**TEACHING LITERACY IN TENNESSEE:
UNIT STARTER STUDENT ACTIVITY PACKET
GRADE 2 ELA UNIT CONNECTED TO
SOCIAL STUDIES (INTERDEPENDENCE)**

Second Grade ELA Unit Starter Interdependence

This belongs to:

Task 1:

Imagine there are some people coming to visit our school from another country. They have never heard about our Constitution or why we have one. In this text we have learned about a sequence of events that caused the U.S. Constitution to be our nation's guiding document. As you have listened to the text, how did the sequence of events lead us to the U.S. Constitution, and why were these events so important? You are writing to inform our visitors about all that had to happen in order for the Constitution to become our nation's guiding document, what it is, and why it is so important. In your informational writing, be sure to:

- introduce your topic;
- use facts and definitions to provide information about what the Constitution and amendments are and why they are important;
- write about at least two important events that led to the Constitution and why they were important; and
- provide a concluding statement or section.

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Task 2:

You have a new neighbor who has just moved to the United States from Australia. He does not understand why the Preamble is important to us as United States citizens. Write a paragraph that explains at least three of the democratic principles stated in the Preamble and how they apply to a United States citizen. Be sure to:

- introduce the topic;
- use evidence from the text to describe at least three of the phrases within the Preamble;
- explain how the Preamble helps you understand the importance of the Constitution; and
- provide a concluding statement.

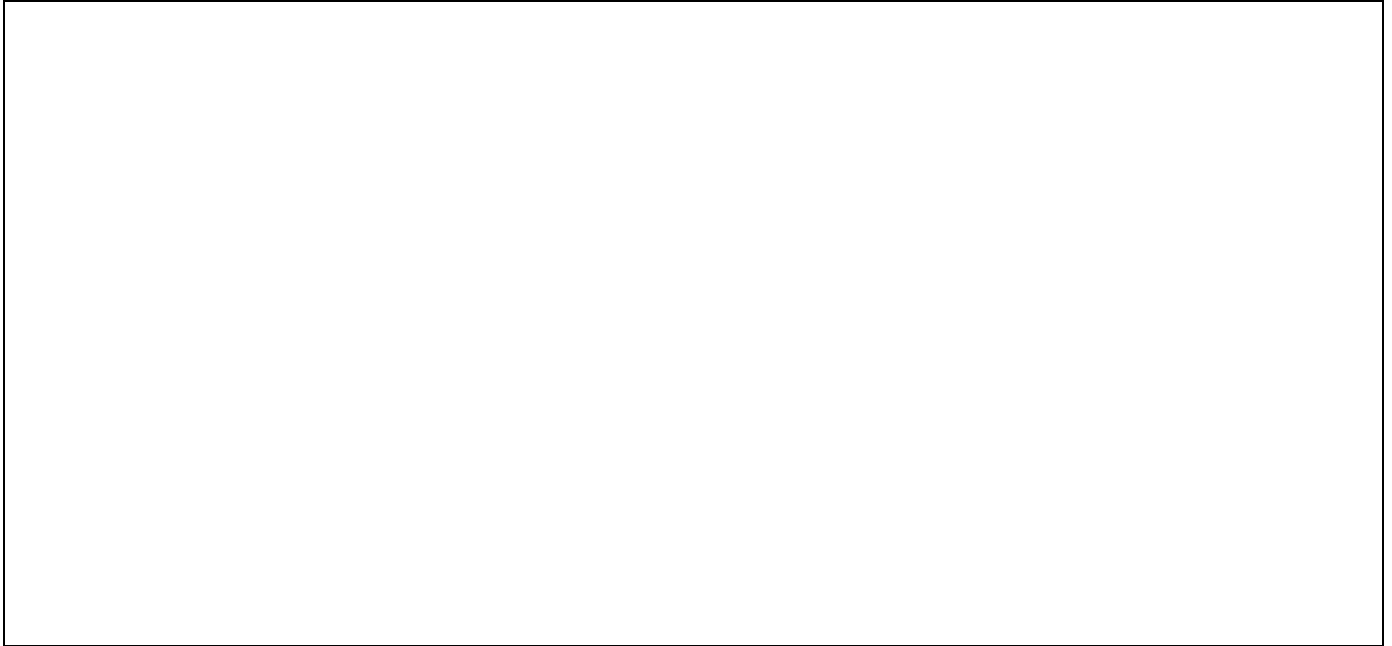
You will share your paragraph with your classmates before you explain the Preamble's importance to your neighbor.

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Task 3:

You have been selected as a student ambassador to visit the United States Capitol. When you get there, you have been asked to share with some important government officials a visual representation and report that explains the three branches of government that they can display in the Capitol for all visitors to see. Your visual and description must show how the branches have equal power, depend on each other, and describe the role of each branch. Be sure to:

- draw a visual representation of the three branches having equal power;
- include in your visual, or use words to show, how the branches depend on each other; and
- use evidence from the text and anchor chart to explain the roles of each of the three branches.



Task 4:

You are a second grade citizen who is working to teach the kindergarten students of their rights and responsibilities. Using text evidence, write an informative paragraph explaining the rights and responsibilities you have as a young United States citizen and what might happen if you didn't have those rights. You will read and discuss your paragraph with a kindergartener from our school.

Be sure to:

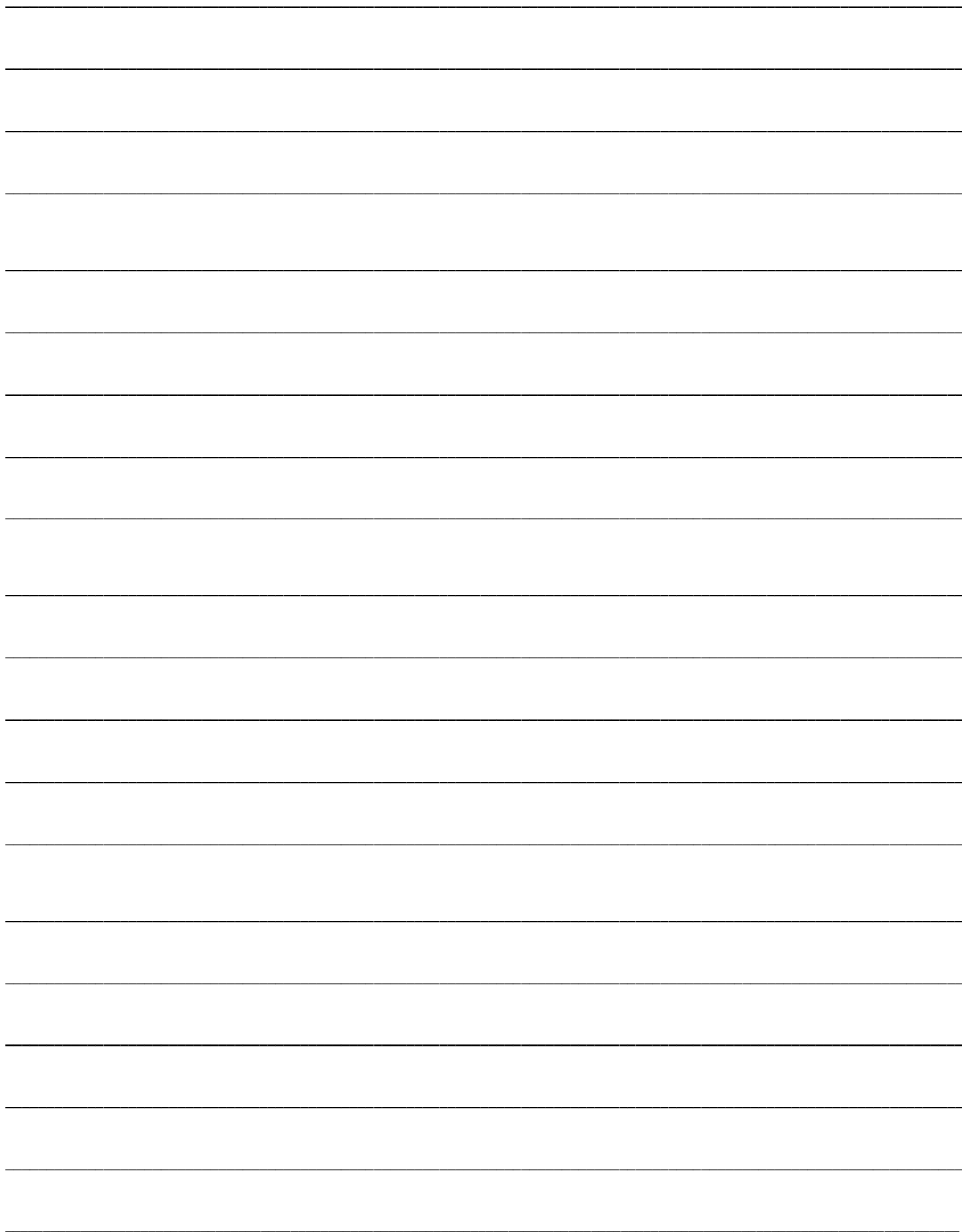
- introduce the topic;
- use text evidence from the article and anchor chart to explain at least two rights and responsibilities you have as a second grade citizen; and
- provide a concluding statement.

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Task 5:

You have recently been elected as president of your school's student government council. Your first task in this new role is to explain to the student body what the Bill of Rights are and what two of them mean at an upcoming student assembly. You also need to explain why we have the Bill of Rights and why they were an important addition to our Constitution. Consider how you will present your ideas so that even the youngest students in your school will understand. Think about some of the ways the authors in the texts we have been studying presented their ideas to make them clear. In your presentation be sure to:

- introduce your topic;
- use facts and definitions from any text we have read so far to explain the Bill of Rights, what two of them mean using words, text features, and illustrations;
- use facts and definitions from any text we have read so far to explain why we have the Bill of Rights and why they were an important addition to the Constitution;
- provide a concluding statement or section; and
- present to your class.



Task 6:

Remember, you were recently elected as president of your school's student government council. Your next job in this new role is to write three Bill of Rights for the students in your school. Think about what we have learned. What rights do you believe are most important for the students in your school to have and why? Write your three School Bill of Rights, and write your opinion about why these are the most important rights for students in your school. Describe what each one means and how it will help students of your school. Be prepared to present your ideas to the class. Your poster should include:

- an illustration of each of your three School Bill of Rights; and
- a brief description of each of your three School Bill of Rights.

Your explanation should:

- introduce your topic and state your opinion of your three rights;
- supply reasons for why these three rights are most important for students in your school;
- explain what each right means;
- use linking words to connect the reasons to your opinion; and
- provide a concluding statement.

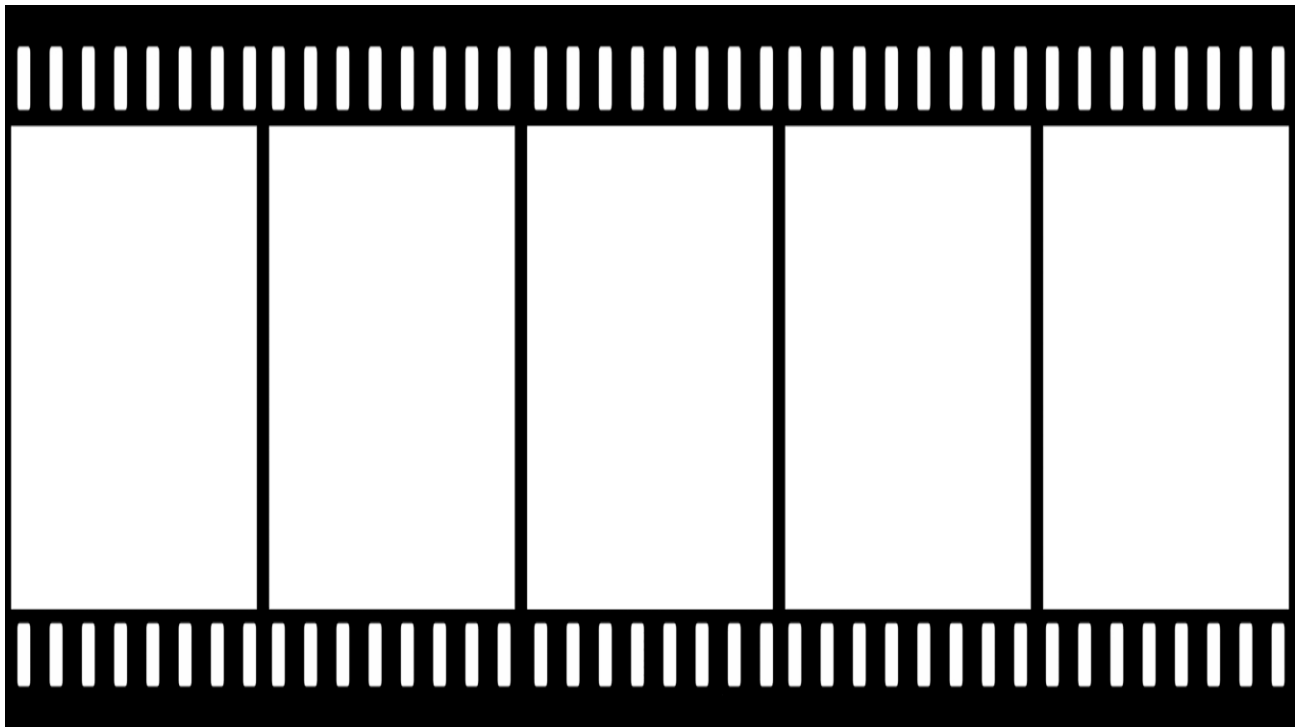
Right 1	Right 2	Right 3

[illegible]

Task 7:

You are a movie maker who has been hired to create a film about how an idea becomes a law. As you prepare to share your idea with your investors, the people that are going to pay you, create a filmstrip that includes:

- vocabulary from this text and the unit;
- evidence from the text;
- illustrations for at least 5 steps an idea takes to become a law; and
- a speech bubble to accompany each illustration explaining that step in the process.



Task 8:

Now your investors (people planning help pay for the film) want you to write an informative description for the beginning of the film that explains how the three branches depend on each other to make and uphold laws.

Write to explain the interdependence between the branches as a bill becomes a law. Please remember to:

- recount the steps it takes for a bill to become a law;
- include details on how the branches depend on each other; and
- provide a sense of closure.

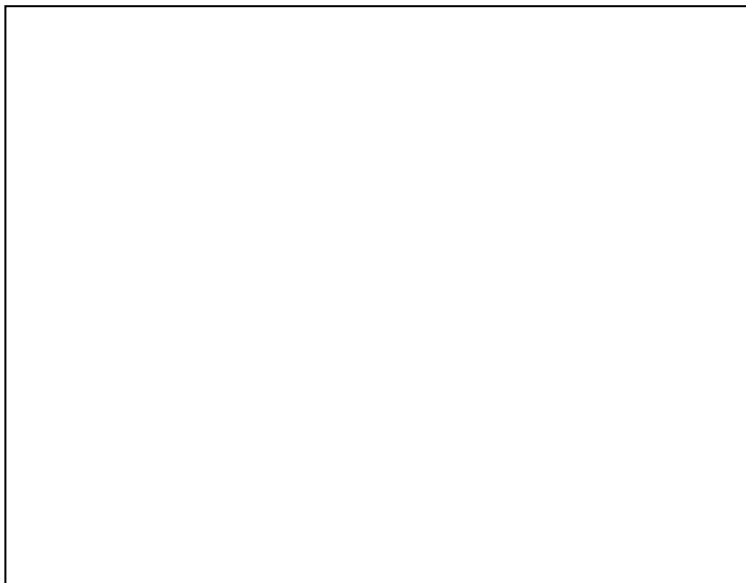
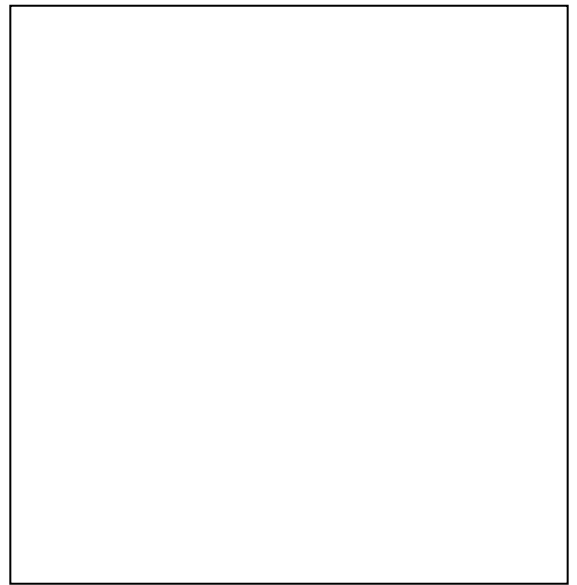
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Task 9:

You have been asked to be a student writer of your local newspaper. Your article will inform the readers how the consumers and producers in your community work together. The publishers have asked that you include illustrations and text features in the article. You have made many connections that you want to share with your community. Using text evidence along with knowledge you have learned, write an article explaining what a producer and a consumer are, how they are connected, and how they help the economy.

In your article, be sure to:

- introduce the topic;
- use text evidence to define and explain the relationship between a producer and a consumer and how this relationship helps our economy;
- include text features and illustrations; and
- provide a concluding statement.



Task 10:

Yesterday, we read about how producers use advertising and marketing to convince consumers to buy their products. Today we read about the Ox Cart Man being a producer and a consumer. Imagine that you work for an advertising agency and have been hired to create an advertisement for one item the Ox Cart Man produced. Use what you learned yesterday as well as information from today's story to create your advertisement. Please label your advertisement and include information about how it can be used and helpful.

In your advertisement, be sure to use:

- convincing language to sell the product;
- text boxes;
- labels; and
- illustrations to share your information.

Task 11:

Imagine you are one of the producers from *How to Make an Apple Pie and See the World*. When the little girl came to your country to buy your goods, you realized that there may be other people from across the globe that would like your products. Write a narrative piece from the perspective of one of the producers in this text as they travel the globe to sell their goods.

In your writing be sure to:

- include details to describe actions, thoughts, and feelings;
- use time order words to signal event order; and
- provide a sense of closure.

[illegible]

Task 12:

As a concerned citizen, you have noticed that the roadways in your community are filled with litter and cars that no longer work. You have decided to write a letter to the local transportation commissioners to discuss your concern. You have been told that the commissioners will want to know if you believe having clean roadways is a responsibility of all citizens. Share your opinion with them and use evidence from the text to support your opinion.

In your letter, remember to:

- state an opinion;
- supply evidence that support the opinion;
- use linking words to connect opinion and reasons; and
- provide a concluding statement or section.

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Task 13:

You are creating a script for a junior historian documentary about how Lady Bird Johnson handled a very difficult time in our country as her husband became president after the death of John F. Kennedy. Consider the events that occurred during this time frame, as well as all the information you gained throughout our study to write a script explaining how Lady Bird exemplifies being a responsible citizen.

In your script be sure to:

- introduce the topic;
- use facts from the text to support your examples;
- explain the importance of being a responsible citizen;
- explain how being responsible also protects rights; and
- provide a concluding statement or section.

[illegible]

End-of-Unit Task:

Your principal wants to create a school constitution. Since you are now the president of the Student Government Council, it's your job to write a proposal for what the three branches of your student government will do, what the constitution should include, and how you will create an economy of producers and consumers that will benefit all students. In the section about the school constitution, be sure to write a detailed description of the school constitution and how the three branches of government will function, be responsible for governing the citizens in your school, and work together. In the section about the economy, explain how you will create an economy of producers and consumers within the school.

In each section of your proposal be sure to:

- introduce the topic of the section;
- use facts and definitions about our government's constitution, branches, and economy to provide information about your proposal;
- use vocabulary from the unit; and
- provide a concluding statement to each section.

[illegible]

